

Reflection on Assistive Technology and the SLP- Oct. 2010, Nov. 2010, and Jan. 2011

This professional development activity consisted of three different sessions. The presenters discussed how speech-language pathologists can and should use no-tech, low tech, and high tech assistive technology with their students. The first session focused on the difference between core and fringe vocabulary. “Core vocabulary is composed of high frequency words that are very versatile. In contrast, fringe vocabulary is composed of words that occur infrequently and lack versatility” (AAC Language Lab, 2001, para. 1). The presenters pointed out the fact that most of our nonverbal students are what they call *Nouners*. *Nouners* are students who communicate using nothing by nouns because we teach them to point to pictures of things they want. The presenters wanted to bring to light the fact that limiting nonverbal students to nouns is limiting their world even more than it already is. The presenters introduced the concept of core vocabulary board notebooks. These notebooks use both core and fringe vocabulary to provide students the opportunity to communicate in many different setting using a lot of different vocabulary. The third and final session of this professional development focused on using a range of assistive technology devices from low tech single message devices to high tech communication devices that can be used for a wide range of purposes. One such device was the Springboard, which has the capacity to change and grow along with the capabilities of its users (Prentke Romich Company, 2010).

This activity was extremely beneficial to me as a speech language pathologist who works with many nonverbal students. I was able to develop and use core vocabulary notebooks immediately when I returned to my campus. The notebooks were easy to make and easy for the students to learn how to use. Implementing the use of core vocabulary notebooks gave my

students an opportunity to improve their vocabulary as well as the quality of their communicative attempts.

I was able to collaborate with the presenters of this training when developing my core vocabulary notebooks. They were helpful in creating notebooks that my students would be able to use effectively.

This activity helped me meet the standards relating to applying technology to enhance and improve personal productivity and professional practice; understanding the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and assist teachers in applying that understanding in their practice; and promoting the development and implementation of technology infrastructure, procedures, policies, plans, budgets for PK-12 schools (Williamson & Redish, 2009).

References

Prentke Romich Company. (2010). *SpringBoard Lite*. Retrived from

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